

Leigh St Mary's CE Primary School
Early Years Foundation Stage Progression of Skills

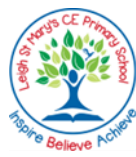
Personal, Social, Emotional Development

	Autumn	Spring	Summer	Mastery
Self-Regulation	<ul style="list-style-type: none"> -Can talk about and name some feelings e.g. sad, happy, angry, lonely, worried. - Recognise symbols to represent feelings. -Knows that they can talk to adults at home and school if they feel, sad, lonely or worried. -Begin to recognise how people show emotions. -Begins to ask adults for help when trying to resolve conflicts. 	<ul style="list-style-type: none"> -Begins to try and resolve conflicts independently but sometimes needing an adult to help. -Able to express feelings appropriately. -They will begin to learn about strategies that will help them to calm e.g. get a drink of water, go and find Bow Bear to give them space. -Begin to talk about what another child might be thinking (able to see things from another child's perspective). 	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG)</p> <p>Can name a range strategies they can use to help regulate their emotions and behaviour.</p>	<ul style="list-style-type: none"> - Regulates strong feelings and uses a wider range of vocabulary to name these feelings when talking about them.
	<ul style="list-style-type: none"> -Make choices about how they want to spend their time. - Talk about what they want to do and what they hope to achieve. -Select resources that they need for chosen tasks. -Show some patience as they wait for what they want. 	<ul style="list-style-type: none"> -Plans what they will do as they play with and explore new or familiar resources. -Show resilience when things are difficult. -Asks another child or an adult for support when they recognise they need help. -Spend extended periods of time on one activity in order to meet self-chosen target. 	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG)</p>	<ul style="list-style-type: none"> -Creatively sets own goals and works meticulously towards them, using trial and error to achieve what they were aiming for.



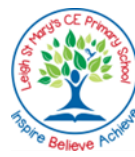
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		-Apply what they have been taught to independently complete		
	<ul style="list-style-type: none"> -Listens to adult in small group or whole class learning. - Listens to other children during play and responds to their comments. -Able to hold a piece of information in mind. -Follows a two part instruction. 	<ul style="list-style-type: none"> - Listens and responds during whole class or small group learning. -Begins to interact with adult or child for a short time while focussing on another activity. -Manages to keep their attention and ignore distractions for a short amount of time. -Follows a three part instruction. 	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions (ELG)</p>	<ul style="list-style-type: none"> -Attentively listens and responds to an adult in back and forth conversations. -Holds several ideas or actions in mind and confidently relays these to a peer or adult.
Managing Self	<ul style="list-style-type: none"> -Independently selects resources for the activity their chosen activity. - Talks with others about what they are doing during the task and once they have completed the task they were working on. -Will try an unfamiliar activity with minimal support although sometimes needing some encouragement from an adult. 	<ul style="list-style-type: none"> -Becoming more confident to try unfamiliar activities without encouragement from adults. -Will happily work with unfamiliar adults within the school environment. -Begin to realise that it is ok to make mistakes because that is how we learn to improve. -Shows perseverance when given a difficult challenge. -Knows that they are a valuable member of the group and so will share 	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG)</p> <p>Takes on feedback from others and acts upon this.</p>	<p>Reflects and self-evaluates their own work and recognises how to make it even better.</p>



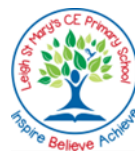
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		ideas, experiences, interests so that others can find out more.		
	<ul style="list-style-type: none"> -Begin to follow rules in a game or in day to day activities. -Take responsibility for caring for class environment and learns associated rules e.g. tidying up, putting lids on pens. -Begins to talk about why rules are needed. -Can talk about some rules they are aware of. Discuss why rules are needed in wider environment. 	<ul style="list-style-type: none"> -Can follow rules without always being reminded by adult. -Becoming more aware of rules and using them in everyday situations with friends. -Becoming more independent in remembering rules and routines. -Talks about right and wrong and the consequences involved. Use texts such as Little Red Hen to develop discussions about what is the right thing to do. 	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG)</p>	<p>Explains to others about what they did or how they felt during a specific situation and how they dealt with it/overcame it.</p>
	<ul style="list-style-type: none"> -Be responsible for their own equipment with some support e.g. hang up coat, put drink bottle away. -Understands why washing our hands is important. -Learns about toilet hygiene and nose blowing/ coughs and sneezes. <p><i>Able to manage their needs most of the time:-</i></p>	<p><i>Able to manage their own needs all of the time:</i></p> <ul style="list-style-type: none"> -Toileting/washing hands/drink and snack/coat /socks and shoes. -Being responsible for their own equipment -Getting changed and unchanged with very little support. 	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG)</p>	<p>Confidently manages all needs independently and has a thorough understanding of all aspects of maintaining good health and wellbeing.</p>



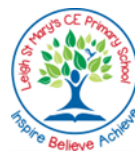
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	<ul style="list-style-type: none"> -Goes to the toilet independently and is able to wipe themselves clean. - Washes and dries hands independently. -Able to dress and undress with some adult assistance for buttons, buckles, socks and turning clothes the right way around. 	<ul style="list-style-type: none"> -Understands that exercise and healthy eating are important for our bodies. -Introduce 'Listening to our body' check sheet:- need for toilet, drink, rest, taking off jumper, food. Other aspects to cover:- Exercise, Healthy eating Tooth brushing Sensible amounts of 'screen time' Having a good sleep routine Being a safe pedestrian (All link with Physical Development) 		
Building Relationships	<ul style="list-style-type: none"> -Plays with another child or a larger group of children. -Able to share with other children. -Begins to wait their turn and understands why turn taking is important. - Can talk about what makes a good friend. -Begins to learn ways of making friends – teach friendship phrases e.g. 'I like the game you're playing, can I join in?' 	<ul style="list-style-type: none"> -Plays alone and with other children in a range of activities. -Able to extend play ideas by talking with others. -Invites others to join game and asks to join in another child's game. (use taught play phrases) -Begins to negotiate or compromise during play in order for play to continue and develop. -Begins to be more confident to assert their ideas in play. 	<p>Works and plays cooperatively and take turns with others (ELG)</p>	<ul style="list-style-type: none"> -Supports other peers to help resolve conflicts by offering suggestions and acting as a mediator. -Confidently uses skills of assertion, negotiation and compromise.
	<ul style="list-style-type: none"> -Searches out a particular friend who they enjoy playing with or someone who enjoys similar interests. 	<ul style="list-style-type: none"> -Listens to others and responds to them, showing respect. 	<p>Forms positive attachments to adults and friendships with peers (ELG)</p>	<ul style="list-style-type: none"> Shows adaptability when circumstances change e.g. new teacher or class,



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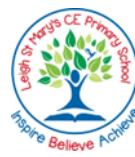
	-Will ask an adult or friend for help if needed.	- Is becoming more confident at speaking with unfamiliar adults who work in the school or visitors invited into the class. (Invite visitors in linked with topic themes)		forming new, positive attachments.
	-Begins to understand that everyone has different strengths and to realise that different people find some things more tricky than others.	-Identify how others in the group are similar and different. Show more awareness of others:- -Recognise how other children might be feeling and to adapt response accordingly. -Take into account how others might want to organise an activity, adapt accordingly.	Shows sensitivity to their own and to others' need (ELG)	Shows empathy towards others.



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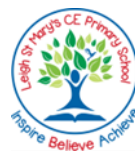
Communication and Language Development

	Autumn	Spring	Summer	Mastery
Listening, Attention and Understanding	<ul style="list-style-type: none"> -Looks forward to story time and engages during the sessions. - Uses listening card prompts to help with focus and ability to listen carefully. -Listens carefully to rhymes and songs, paying attention to how they sound – repeated phrases and rhyming words. -Enjoys fiction and non-fiction books. 	<ul style="list-style-type: none"> -Listens to and talks about stories to build familiarity and understanding. -Listens to and talks about non-fiction books, develops new vocabulary linked to the texts. -Anticipates key events in stories. 	<p>Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG)</p>	<ul style="list-style-type: none"> -Listens attentively with sustained concentration to follow a story or discussion without props or visuals, making appropriate comments or asking relevant questions. -Listens attentively in a much larger group (e.g. during an assembly) making appropriate comments or asking relevant questions.
	<ul style="list-style-type: none"> -Asks lots of questions using 'who', 'where' and 'when'. -Asks questions using question cards as prompt (chatter time activity). -Listens and responds to ideas expressed by others in conversations or discussions. 	<ul style="list-style-type: none"> -Asks questions to find out more about themes being talked about. -Uses questions such as 'how' and 'why' to check what they have been asked to do. -Asks appropriate questions in conversation. -Understands spoken instructions without stopping what they are doing to look at the speaker. 	<p>Makes comments about what they have heard and ask questions to clarify their understanding (ELG)</p>	<p>Understands more complex language including prepositions, sequencing and time.</p>
	<ul style="list-style-type: none"> -Talks about their likes and dislikes with adults and peers. 	<ul style="list-style-type: none"> -Knows how to take turns in a conversation. 	<p>Makes comments about what they have heard and ask questions to clarify their understanding (ELG)</p>	<p>Beginning to pick up on body language, non-verbal cues and facial expressions of</p>



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	-Initiates conversations with adults and children in an appropriate manner.	-Stays on topic during a conversation. -Takes turns in much longer conversations.		when to join or end a conversation.
Speaking	-Begins to talk to familiar adults around the school who are not based in their class but whom they see regularly e.g. lunch supervisors. -Begins to talk to Yr 6 buddy without adult support. -Talks in front of a small group e.g. chatter time, learn it sticker sessions, birthday celebration. -Joins in repeated phrases in stories. -Develops social phrases e.g. "Good morning, how are you?"	-Talks to familiar adults around the school who are not based in their class e.g. office staff. -Talks to children in other classes including their Yr 6 buddy -Uses new vocabulary that has been modelled in day to day activities. - Uses taught phrases to help support children in play activities (See PSED) -Uses talk to help work out problems to organise their thinking and take part in activities. -To share their work with the class, standing up at the front (also Celebration assembly)	Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG)	Shares their own opinion, speaking with confidence in front of a large group.
	-Makes relevant comments in response to small group discussion. -Can respond appropriately to when asked 'why' something has happened.	- Able to describe what a simple word means and begins to ask if they don't understand the meaning of a word. -Learns new vocabulary based on focus themes and experiences.	Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)	Gives clear, well-articulated explanations backed up by a reason.



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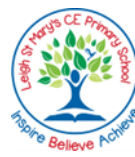
	<ul style="list-style-type: none"> -Begin to know some simple poems and nursery rhymes by heart. -Use some story language, e.g. "Once upon a time..." (Pie Corbett style phrases) 	<ul style="list-style-type: none"> -Uses talk to help work out how to solve a problem that arises through play. - Uses talk to help them organise what they need to do. -Retells a story, once they have developed a deep familiarity with the text (Link with Pie Corbett style story telling) -Learns rhymes, poems and songs. 		
	<ul style="list-style-type: none"> -Uses 'and' or 'because' to extend the length of their sentences. -Uses talk to connect with others. -Describes events in some detail during chatter time and during natural conversations. -Begins to talk about things that have happened to them in the past or things that are going to happen. 	<ul style="list-style-type: none"> Articulates ideas and thoughts in well-formed sentences that can be understood. -Connects one idea or action to another using a range of connectives. -Understands about the past, present and future and can begin to use accurate tense when talking about these events. 	<p>Expresses their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (ELG)</p>	<p>Speaks coherently and fluently, appropriately pausing within a conversation or discussion.</p>



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Physical Development

	Autumn	Spring	Summer	Mastery
Gross Motor Skills	<ul style="list-style-type: none"> -Continue to develop types of movement e.g. balancing, riding on scooters, trikes and using ball skills. -Skip, hop, stand on one leg and hold still. -Walk up and down steps using alternate feet. -Use large muscle movements e.g. streamers, flags, brushing in Discovery area, big painting on wooden shed -Join in simple physical games, make up own games. 	<ul style="list-style-type: none"> -Combines different movements with ease and fluency e.g. complete an obstacle course that demands a range of movements such as crawling, climbing, and jumping. -Runs in different ways for a variety of purposes e.g. can stop and change speed and direction with ease. -Travels in different ways, including sideways and backwards. -Confidently and safely use a range of large and small apparatus indoors and outdoors. 	<ul style="list-style-type: none"> Negotiates space and obstacles safely, with consideration for themselves and others (ELG). 	<ul style="list-style-type: none"> Moves with speed and accuracy, planning ahead where to move to, showing awareness of what and who is around them to avoid collision.
	<ul style="list-style-type: none"> -Begins to balance with control and stands on one leg for up to 10 seconds. -Able to lift objects up and down steps and slopes using (e.g. slopes, hills and steps) during play and in specific movement sessions. -Attempts to lifts, stack, carry, push and pull objects in order to 	<ul style="list-style-type: none"> -Develop body strength, balance and coordination. -Sit with a good posture at a table or on the floor. - Confidently use two wheeled resources e.g. balance bikes, scooters, wheelbarrows etc. 	<ul style="list-style-type: none"> Demonstrates strength, balance and coordination when playing (ELG). -Develops overall body strength, coordination, balance and agility needed to engage in future physical education settings. -Shows confidence, competence and precision and accuracy when 	<ul style="list-style-type: none"> Approaches all physical activities with confidence, rapidly learning new skills.



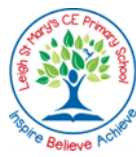
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	<p>build in outside area e.g. tyres, trikes, large blocks, - Attempt to bend and touch their toes with straight legs. -Catches a large ball.</p> <p>-Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. -Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>-Develops and refines a range of balls skills:</p> <ul style="list-style-type: none"> • Throws underarm • Throws an object at a target • Throws a ball to a partner • Catches a small ball • Kicks a ball at a target/goal • Kicks a ball to a partner • Uses a bat to hit a ball 	<p>engaging in activities that involve a ball.</p>	
	<p>-Confidently rolls, crawls, walks and runs with control and coordination. -Able to jump forwards and backwards</p>	<p>-Hops using either foot. -Skips on alternate feet. - Become more confident with climbing and walking along beams raised off the ground. -Moves around, under, over, and through different objects and equipment. -Jumps in a range of ways, landing safely e.g. two feet to two feet, leaping, star jumps -Describes how the body feels when still and when exercising.</p>	<p>Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG).</p>	<p>Has the stamina to move energetically in different ways for an extended period of time.</p>



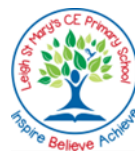
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Fine Motor Skills	<p>Uses a pencil to mark make and begin to draw freely. Copies line patterns – straight and wavy lines, diagonal lines Copies shapes -squares, circles</p> <p>Traces name from name card and attempts name without tracing.</p>	<p>-Develops the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>-Forms lowercase letters with exit strokes and capital letters correctly (See literacy)</p> <p>-Can write the same letter repeatedly, consistently forming it in the same way -Can regularly repeat drawing the same shapes, ensuring size is consistent -Can write own name quickly -Begins to use tripod grip, holding the paper with their other hand.</p>	<p>Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (ELG).</p>	<p>Confidently uses the tripod grip with control to write words and sentences with fluency.</p> <p>Is able to write on a line, controlling letter size.</p>
	<p>-Develop strength in lower arms and wrists -Participates in 'fiddly finger' activities - Begins to learn different finger techniques to use and mould playdough -Develop control to fill/pour into containers using spoons and jugs. -Able to use scissors to cut along a straight line.</p>	<p>Continue to develop fine motor skills:- -Threading string through a hole --Using a knife and fork to eat with Using scissors to cut along a curved line.</p>	<p>Uses a range of small tools, including scissors, paint brushes and cutlery (ELG).</p>	<p>Uses a range of small tools with control, accuracy and competence.</p>



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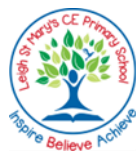
	<ul style="list-style-type: none"> -Draws objects that are recognisable. -Draws people with simple features. -Draws pictures which child can use to tell a story. 	<p>Draws people that are more proportional and with more detail.</p> <p>Draws objects with more detail e.g. a house with a door and windows, a flower with a stem and petals, a vehicle with wheels and windows.</p> <p>Makes decisions about what to draw and sticks to original plan, comments on the result.</p>	<p>Begins to show accuracy and care when drawing (ELG).</p>	<p>Draws pictures with details that are clearly recognisable with objects anchored to the ground, no longer floating on the page.</p>
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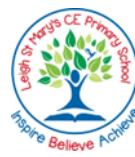
Literacy Development

	Autumn	Spring	Summer	Mastery
Comprehension (and enjoyment of)	<ul style="list-style-type: none"> -Answers questions and makes comments about stories. -Talk about what they like about favourite books. 	<ul style="list-style-type: none"> -Asks and answers questions about stories that have been read to them. -Talk about the characters from a story in the books they are reading or have had read to them. -Suggest how a story might end. - To know that information can be retrieved from books. 	<p>Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)</p> <ul style="list-style-type: none"> -Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text. 	<ul style="list-style-type: none"> -To express preferences about books and explain what they like about them. -Demonstrates literal understanding by referring to the text when answering questions. -Begins to answer questions requiring inference by finding 'clues' in the text or referring to their own ideas and opinions. Understands and uses correctly terms for referring to conventions of print: book, cover, beginning, end, page, word, letter, line.
	<ul style="list-style-type: none"> -Enjoys an increasing range of books including fiction, non-fiction, poems and rhymes. -Use pictures to tell stories -Sequences familiar, simple stories 	<ul style="list-style-type: none"> -Requests favourite stories and poems during story time. -Begins to predict what might happen next in a story. -Acts out a story. -Retell a story (using own words and Pie Corbett style) 	<p>Anticipates – where appropriate – key events in stories (ELG)</p> <p>-</p>	<ul style="list-style-type: none"> -Draws links between stories they have read and/or their own experiences e.g. 'I think he will be sad because I felt sad when I lost my teddy.' -Distinguishes between good and bad characters. Uses clues such as the picture to help clarify new vocabulary. -Uses the structure of a simple story when re-enacting and retelling.



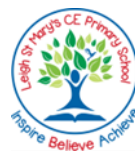
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	-Repeats words and phrases from familiar stories. -Repeats new vocabulary in the context of a story.	-Recites lines from familiar stories or a poem, off by heart -Begins to use modelled vocabulary during role play or when using small world resources.	Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)	-Understand the need to clarify words and phrases, and ask for help if they have not understood.
Word Reading	Recognise, link letters and sounds of Sounds Write Initial Code Units 1-5	Recognise, link letters and sounds of Sounds Write Initial Code Units 6 -10	Recognise, link letters and sounds of Sounds Write Initial Code Unit 11. Begin to use Extended Code Unit 1-3.	Reads books from Sounds Write Initial Code and the start of the Sounds Write Extended Code with accuracy and fluency.
	Recognises and reads tricky words Autumn 1 – to the no go l Autumn 2 – he she we me be Recognises and spells tricky words Autumn 2 – to the no go l	Recognises and reads tricky words Spring 1- was my you they here all Spring 2- said so have like Recognises and spells tricky words Spring 1- he she me we be Spring 2- was my you they	Recognises and reads tricky words Summer 1-are come some were there Summer 2- there where do when Recognises and spells tricky words Summer 1- said have like Summer 2- some come	Reads aloud simple sentences and books from Sounds Write Initial Code and the start of the Sounds Write Extended Code with accuracy and fluency.
	-Begins to read CV and CVC words containing known letter-sound correspondences, using phonics fingers. -Re-reads phonetically decodable books containing learnt sounds, to build up confidence.	Re-reads phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) -Able to decode unknown words which are phonetic on first reading.	Reads aloud simple sentences and books from Sounds Write Initial Code and the start of the Sounds Write Extended Code with accuracy and fluency. Has plausible attempts at unfamiliar words.



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			<ul style="list-style-type: none"> -Uses strategy to look for digraphs first and then initial sounds. -When re-reading: demonstrates a greater degree of fluency, reading some words straight off. 	Starts to read in a more phrased manner while maintaining track of the print.
Writing	Letter Formation <ul style="list-style-type: none"> -Traces and copies lowercase letters. -Begins to use some clearly identifiable letters to communicate meaning. -Use the correct letter formation of taught letters. 	<ul style="list-style-type: none"> -Forms lowercase letters and begins to practice forming capital letters correctly. 	<ul style="list-style-type: none"> Writes recognisable letters, most of which are correctly formed (ELG) -To form lower- case and capital letters correctly 	To begin to use capital letters for some proper nouns e.g. names, days of the week.
	Writing Name <ul style="list-style-type: none"> -Writes their first name with some support if required. 	<ul style="list-style-type: none"> -Confidently writes first name independently. -Copies surname from a name label. -Copies family names from a label. 	<ul style="list-style-type: none"> -Is able to write their first name using correct letter formation, and with clear distinction between ascenders and descenders – Able to write their surname independently. 	-Is able to write their first name and surname independently using correct letter formation, and with clear distinction between ascenders and descenders.
	<ul style="list-style-type: none"> -Begins to write taught sounds as captions or labels for drawings or in early writing such as a pretend shopping list. -Begins to segment words orally. -Uses a sound card to help identify sounds they are not secure with. 	<ul style="list-style-type: none"> -Attempts to spell words by identifying the sounds and then writing the sound with letters, segmenting orally and using phonics fingers. -To spell words using taught sounds. - Uses a sound/digraph card to help identify sounds they are not secure with. 	<ul style="list-style-type: none"> Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG) -Independently, can segment words of up to 4 phonemes accurately. -Use classroom resources to support spelling of common exception words. 	<ul style="list-style-type: none"> -Can segment words accurately (including those with adjacent consonants e.g. crunch, splat; and those with more than one syllable e.g. fantastic, jumping), and accurately transcribes these using unit 1-4 graphemes. -Write approximately 15 common exception words from memory and use



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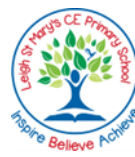
	-To spell some tricky words using word card.	-To spell some taught tricky words correctly.	-To begin to write longer words and compound words which are spelt phonetically.	classroom resources to support spelling others.
	<ul style="list-style-type: none"> -Talk about ideas that they would like to write about. -Watch adult record the words they want written. - Say words they want to write over and over so they can remember them. 	<ul style="list-style-type: none"> -Attempts to write short sentences. -Able to use some tricky words that they have learnt to spell in their writing. -Start writing with a capital letter. -Write sentences using finger spaces and full stops. -Begin to hear where a sentence ends. 	<ul style="list-style-type: none"> Writes simple phrases and sentences that can be read by others (ELG) -Begin to understands a sentence as one 'idea' -Orally rehearse a sentence before writing. -Begin to write using a capital letter and ending with a full stop. 	<ul style="list-style-type: none"> -Able to write several sentences, applying their phonic knowledge consistently and demarcating words and sentences accurately using capital letters, full stops and clear space between words. Begin using features of narrative in their own writing. -Read their work back and check it makes sense, noticing and correcting errors with adult support.



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Maths

	Autumn A	Autumn B	Spring A	Spring B	Summer A	ELG	Mastery
White Rose Themes	<p>Just Like Me! Match , sort , compare amounts</p> <p>Just Like Me! Explore patterns</p> <p>It's Me 1,2,3! Represent, compare and the composition of 1,2,3</p> <p>Light and Dark Representing numbers to 5 One more , one less</p>	<p>Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 & 5</p> <p>Growing 6,7,8 6, 7 & 8 Making pairs Combining 2 groups</p>	<p>Building 9 and 10 9 & 10 Comparing numbers to 10 Bonds to 10</p>	<p>Superhero to 20 and beyond Building numbers beyond 10 Counting patterns beyond 1</p> <p>On the Move Deepening understanding Patterns and relationships Match, rotate and manipulate</p>	<p>First, Then, Now Adding more and taking away Compose and decompose</p> <p>Find my pattern Doubling, sharing, grouping, even and odd</p>		
Number	<p>-Represents numbers 1-5 in a variety of ways For example: 5 frame, Numicon, cubes, digit, a tally, a picture, dots on a dice.</p> <p>-Matches a number symbol with a number of objects up to 5 (link the number symbol (numeral) with its cardinal number value)</p>	<p>-Begins to subitise 1-5 items and say the quantity they represent.</p> <p>-Doubles numbers 1 - 3 using concrete objects.</p> <p>-Represent and explain no bonds to 5 using concrete objects</p>	<p>-Uses concrete objects to partition and recombine an amount up to 10 - identifying the pairs of numbers that make a total.</p> <p>-Shows the composition of numbers up to 5 e.g. I can make 5 with 2 + 3 or 4 + 1. Can look closely at numbers to see what else they can see.</p> <p>-Matches a number symbol with a number of objects up to 10</p>	<p>Begins to re-orders numerals from 1 to 20.</p> <p>-Begins to work out one more and one less than a number up to 20 using a preferred method: mentally, using objects or on a number line.</p> <p>-Uses and writes numbers beyond 10 independently in learning through play.</p>	<p>- Double numbers up to 10 using concrete objects</p> <p>-Works out one more and one less than a number up to 20</p>	<p>Number Have a deep understanding of number to 10, including the composition of each number (ELG)</p> <p>Subitises (recognise quantities without counting) up to 5 (ELG)</p> <p>Automatically recalls (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG)</p>	<p>-Shows a more complex understanding of the composition of a number when in the provision for example- "2p, 2p, 1p and the same again makes 10p altogether."</p> <p>-Shows an understanding of the different ways that numbers can be partitioned, i.e. into more than two groups.</p> <p>- Subitises in different contexts, such as when counting using equipment in the indoor and outdoor provision.</p>



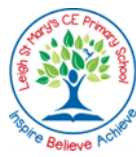
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			<ul style="list-style-type: none"> - Begins to subitise amounts (e.g. on a dice, tens frame, dominoes) and in irregular arrangements -Uses concrete objects to partition and recombine an amount up to 10 - identifying the pairs of numbers that make a total (also in 'Number section') - Automatically recalls number bonds to 5 and some to 10. Recall doubles up to 5 				<ul style="list-style-type: none"> - Applies number bond knowledge when solving practical problems. "There's 10 Lego people, I can only see 3 so we need to find 7."
Numerical Patterns	<ul style="list-style-type: none"> -Begins to count objects, actions and sounds to 10 accurately, saying the number names in sequence. -Compares quantities up to 5, saying when they have more, less or the same. Can check that groups are equal by counting concrete objects. -Begins to understand the concept of the 1 more than or 1 less than relationship between consecutive numbers, with concrete objects. 	<ul style="list-style-type: none"> -Counts objects, actions and sounds to 10 accurately, saying the number names in sequence. -Partitions amounts into equal groups when sharing with a friend. 	<ul style="list-style-type: none"> -Begins to count beyond 10 by rote and using objects, saying the number names in sequence. -Counts backwards from 10. -Orders numerals from 1 to 10. -Counts irregular arrangements of objects to 10. -Begins to compare numbers and quantities up to 10 using vocabulary more than, less than, fewer, greater than, the same as and equal to. 	<ul style="list-style-type: none"> -Counts beyond 10 by rote and using objects, saying the number names in sequence. -Begins to counts backwards from numbers beyond 10. -Counts irregular arrangements of objects to 20. 	<ul style="list-style-type: none"> -Identifies even and odd numbers up to 10. -Begins to record addition and subtraction using own system. -Model how to record addition and subtraction using standard symbols. 	<p><u>Numerical Patterns</u> Verbally counts beyond 20, recognising the pattern of the counting system (ELG)</p> <p>Compares quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG)</p>	<ul style="list-style-type: none"> - Records quantities in games independently such as a tally chart to keep score. Able to use representations to say who has won or order the points in a game. - Explores counting in jumps of numbers in 2s, 5s and 10s.



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			<p>-Recognises amounts that have been rearranged and to generalise that, if nothing has been added or taken away, then the amount is the same.</p> <p>-Counts out or 'give' up to 5 objects from a larger group of objects e.g. play a dice game to collect a number of objects from a larger group.</p>				
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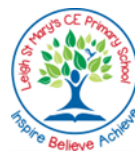
Understanding the World

	Autumn	Spring	Summer	
Past and Present	Talk about significant people in their lives.	Talk about important events that are part of their life story. Talk about the lives of their significant people such as family and friends.	Talk about the lives of the people around them and their roles in society (ELG)	
	Talk about familiar artefacts that enable them to talk about old and new. Talk about important events that are part of their life story.	Comment on similarities and differences using range of familiar and unfamiliar artefacts. Use stories to develop understanding.	Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class(ELG)	
	Identify some of the ways that people lived in the past compared with people now.	Identify similarities and differences in the ways people lived in the past compared with today.	Understand the past through settings, characters and events encountered in books read in class and storytelling.(ELG)	
People, Culture and Communities	Describe what they have noticed about where they live and their local neighbourhood including observations about places and people.	Use range of stories and maps to show variety in types of environments that children live in.	Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps. (ELG)	
	Know about family structures and talk about who is part of their family Identify similarities and differences between themselves and peers.	Begin to discuss similarities and differences in the ways their family and other families celebrate special events. Know that people in this country and around the world have different ways of celebrating events.	Know some similarities and differences between different religious and cultural communities in this country Explain some similarities and differences between life in this country and life in other countries drawing on	



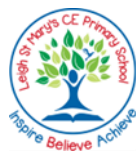
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	<p>Talk about ways that they celebrate special events in their families.</p> <p>Talk about the Christmas Story and how it is celebrated.</p>	<p>Know that Christians celebrate the Easter Story and talk about the main events</p>	<p>knowledge from stories, non-fiction texts and (where appropriate) maps (ELG)</p> <p>Use R.E. themes to compare ways Christians and Jews celebrate important festivals.</p>	
	<p>Talk about typical activities that the children do during a week (in and out of school). Using stories and non-fiction texts talk about activities that other children do. Talk about similarities and differences.</p>	<p>Know about the similarities and differences of the features of the wider world studied in comparison to where they live.</p>	<p>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps (ELG)</p>	
The Natural World	<p>Talk about the natural world around them.</p> <p>Sort, group and name animals and plants.</p>	<p>Observe a range of living things around the school environment, forest school, local walks and school trips. Describe what they notice and explain why some things change over time.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. (ELG)</p>	
	<p>Identify features about where they live. Using stories and texts, develop an understanding of different environments. Link with 'window' in spiritual development. What features do they see from their window.</p>	<p>Learn and use the word 'natural' and 'manmade'. Sort and group things that are natural and man-made.</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (ELG)</p>	



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	<p>Identify aspects related to seasons – weather, growth, Observe the horse chestnut tree (seasonal study)</p>	<p>Continue to develop understanding of seasons. Observe a range of living things and talk about changes. Plant seeds and watch them grow. Describe what they notice and explain why some things change over time. Know how to care for growing plants and animals.</p>	<p>Understand some important processes and changes in the natural world around them including the season and changing states of matter. (ELG)</p> <p>Continue to develop understanding of seasons. To harvest grown fruit and vegetables and use them in cooking.</p>	
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Technology

	Autumn	Spring	Summer	
E- safety	Know how to use an ipad safely	Talk about e-safety rules and how to stay safe including tell a trusted adult	<p>There are no early learning goals that directly relate to computing objectives.</p> <p>It is felt that this is still an important aspect that needs to be introduced to the children as technology is used as part of EYFS provision.</p> <p>Begin to give reasons why we need to stay safe online and explain what to do in different scenarios</p>	
Using technology	<ul style="list-style-type: none"> -Know the names and purposes of the main parts of a computer (keyboard, screen, mouse) -Use the iPad to take pictures -Begin to access, understand and interact with a range of technology within the Year R environment 	<ul style="list-style-type: none"> -Know that technology can be programmed to follow instructions. -Programme a beebot or floor robot o follow a simple set of instructions -Access, understand and interact with a range of technology within the Year R environment. - Understand that messages can be sent electronically over distances. 	<ul style="list-style-type: none"> -Know how to use a simple drawing app and produce a drawing. -Know how to print from an ipad -Use the internet with adult supervision to find and retrieve information 	



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Expressive Arts

	Autumn	Spring	Summer	Mastery
Creating with Materials	Name and experiment with mixing colours for a particular purpose Draw and colour with pencils and crayons Create simple representations of people and objects	Experiment with different mark making tools such as art pencils, pastels, chalk Use natural objects to make a piece of art Teach how to draw an object and an animal linked to topic	Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. (ELG) Know which prime colours you mix together to make secondary colours Create observational drawings Draw more detailed pictures of people and objects	Learn about and compare artists Explore, use and refine a variety of artistic effects to express their ideas and feeling
	Explore different techniques for joining materials (Glue stick, PVA) Use different construction materials	To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) Use tools to cut and join wood Know the names and purpose of tools	Share their creations, explaining the process they have used. (ELG)	Know some similarities and differences between materials Adapt work where necessary
	Being to talk about what materials and tools they have used Share their creations and describe what they have made	Being to talk about what materials and tools they have used Share their creations and describe what they have made. Begin to evaluate what they have done. Begin to make changes and adapt	Being to talk about what materials and tools they have used Share their creations and describe what they have made	Begin to describe how they would adjust the process for next time, explaining how this would improve their creation
	Role play using given props and costumes	Make up stories and act out plays using props and costumes.	Share their creations, explaining the process they have used. (ELG)	Plan and collaborate with others in order to make props to act out a narrative or story
Being Imaginative and Expressive	To use costumes and resources to act out narratives	To associate genres of music with characters and stories Create narratives based around stores	Invent, adapt and recount narratives and stories with peers and their teacher (ELG) To act out well know stories	